

Horizon Community College Pupil Premium Strategy Statement 2023-24



Pupil premium (and recovery premium) strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Horizon Community College
Number of pupils in school	Approx. 2000
Proportion (%) of pupil premium eligible pupils (2023-4)	30%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2023/24
Date this statement was published	November 2021 (Revised Nov '22 and '23)
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs Claire Huddart
Pupil premium lead	Mr Craig Fletcher
Governor / Trustee lead	Tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 575 000
Recovery premium funding allocation this academic year	£ 163 000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 738 000

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to ensure our students are school ready, work ready, life ready. We believe the quality of the curriculum, teaching and learning and wider support for students work together to ensure that existing gaps are closed and that there is equity of opportunity for every student at Horizon.

The plan below has been developed through research conducted by the EEF and is in line with whole college improvement priorities, which aim to ensure that the college delivers an ambitious curriculum that continues to raise aspirations and standards for all groups of learners in every school year. It addresses:

- Leadership and Management: further developing positive engagement with all stakeholders
- Quality of Education: recognising the importance of developing a challenging curriculum and expert teaching to ensure the highest quality of classroom experience
- Behaviour and Attitudes: to enable all students to become positive role models
- Personal Development: focusing on students' personal and social development within the academic and wider curriculum

The key principles of our strategy are:

- To challenge every learner, in every lesson, every day through an ambitious curriculum and the highest quality of teaching, to ensure students gain the knowledge, skills and cultural capital needed to graduate with options to be highly successful
- To develop the character and skillset of all, through the belief that we are positive role models ensuring students are challenged and supported to reach their highest potential, academically and personally, and become kind, caring, culturally proficient, tolerant, respectful learners who are also able to recognise risk and make positive choices
- To provide opportunities for all through our personal development and careers and enterprise programme, which enable personal growth and build both character and resilience, ensuring our students are life ready when they leave us.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The achievement of PP students, as a cohort, compared to non-PP students.
2	The attendance of PP students, as a cohort, compared to non-PP students.
3	The positive engagement of PP students in terms of character and attitudes, rewards and sanctions.
4	The positive engagement of PP students in college enrichment opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The improved achievement of our PP students and the narrowing of gaps (national and internal, as appropriate)	Our PP students achieve positive outcomes in line with non-PP students nationally
The improved attendance of our PP students and the narrowing of gaps (national and internal, as appropriate)	The attendance of our PP students is better than that of all students nationally.
The improved engagement of our PP students, within lessons and during unstructured times	PP students are further developing their character in the classroom, receiving praise in proportion to, or greater than, their cohort size in the college. Student voice indicates students feel positive towards their learning, both within the classroom and through wider opportunities.
An increased uptake of enrichment activities by PP students, both academic and social, and of post-16 opportunities.	The proportion of PP students engaging with enrichment and the proportion of students moving on to post-16 Education, Employment or Training is in line with, or greater than all students across the college/nationally.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 397 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embed opportunities for metacognitive practice in lesson, developing students' academic resilience and self-regulation.</i>	EEF Guide to the Pupil Premium: Develop high quality teaching, assessment and a curriculum which responds to the needs of pupils. Evidence Based Education's Great Teaching Toolkit EEF toolkit: Metacognition and Self-Regulation (+7 months)	1, 3
<i>Further develop the planning for and use of assessment and feedback, to ensure students can learn from each experience and can do more as a result.</i>	EEF toolkit: Feedback (+6 months)	1, 3
<i>Embed cross-curricular skills and knowledge within long term curriculum plans and individual schemes of learning, to enable students to make links in their learning.</i>	EEF School Improvement Planning 1: High Quality Teaching – Curriculum Adaptation	1
<i>Introduce focused CPD sessions for staff, to contextualise and drive whole college and departmental priorities, ensuring we continue to improve the quality of provision and student outcomes.</i>	EEF Guide to the Pupil Premium: Professional development on evidence-based approaches. EEF's Effective Professional Development EEF Guide to the Pupil Premium: Mentoring and coaching. EEF's Effective Professional Development: The mechanisms of PD	1, 3

<i>Embed home learning and the use of retrieval practice as a way of improving students' ability to remember more</i>	EEF toolkit: Homework (+5 months)	1
<i>Enhance staffing across both the EBacc and option subjects, to allow for more focused teaching as a result of smaller group sizes.</i>	EEF Guide to the Pupil Premium: Recruitment and retention of teaching staff. EEF toolkit: Reducing class size (+2 months)	1
<i>Address digital disadvantage through provision of devices for remote and home learning. Further enhance high quality teaching through the development of technology in the classroom.</i>	EEF Guide to the Pupil Premium: Technology and other resources focussed on supporting high quality teaching and learning. EEF's Using Digital Technology to Improve Learning EEF's Remote Learning: Rapid Evidence Assessment	1,3
<i>Provide students with the opportunities to use, and monitor the take up of, online learning resources to support in class learning, revision and knowledge retrieval.</i>	EEF Guide to the Pupil Premium: Technology and other resources focussed on supporting high quality teaching and learning. EEF's Using Digital Technology to Improve Learning	1,3
<i>Further develop students' 'character in the classroom', so developing and embedding successful learning behaviours.</i>	EEF toolkit: Behaviour interventions (+4 months)	2, 3

Targeted academic support

Budgeted cost: £ 85 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Develop students' understanding of texts and the vocabulary</i>	EEF Guide to the Pupil Premium: Interventions to support language development, literacy and numeracy.	1, 3

<i>within them (reading) through deliberate text choice and their explanation skills (oracy) through the crafting and targeting of questioning within lessons</i>	EEF Literacy guidance for teachers. EEF toolkit: Reading comprehension strategies (+6 months), Oral language interventions (+6 months)	
<i>Undertake New Group Reading Test (NGRT) across KS3, to identify and intervene with students below chronological reading age.</i>	EEF Guide to the Pupil Premium: Interventions to support language development, literacy and numeracy. EEF Literacy guidance for teachers. EEF toolkit: Reading comprehension strategies (+6 months), Oral language interventions (+6 months)	1, 3
<i>Utilise baseline testing and KS2 data to identify and intervene with Y7 students below expected progress in Numeracy.</i>	EEF Guide to the Pupil Premium: Interventions to support language development, literacy and numeracy. EEF Numeracy guidance for teachers.	1
<i>Provide disadvantaged SEND students with opportunities to access subject interventions (in person and online) in the college Bridge provision.</i>	EEF Guide to the Pupil Premium: Activity and resources to meet the specific needs of disadvantaged pupils with SEND. EEF guidance report on Special Educational Needs in Mainstream Schools	1, 3
<i>Develop teachers' ability to effectively deploy Learning Support Assistants to address the learning needs of disadvantaged SEND students through in-class, small group interventions.</i>	EEF Guide to the Pupil Premium: Teaching assistant (TA) deployment and interventions. EEF toolkit: teaching assistant interventions (+4 months)	1, 3
<i>Provide small group interventions at KS3 and 4, to support student recovery of potential lost learning</i>	EEF Guide to the Pupil Premium: One to one and small group tuition. EEF toolkit: one on one tuition (+5 months) and small group tuition (+4 months)	1, 3
<i>Deploy KS4 peer mentors to support the</i>	EEF Guide to the Pupil Premium: Peer tutoring.	1, 3

<i>wellbeing, engagement and literacy of vulnerable Y7 and Y8 students.</i>	EEF toolkit: Peer tutoring (+5 months)	
<i>Provide revision guides for all Y11 PP students, across English, Maths and Science, to enhance effective revision and support recovery of potential lost learning</i>	EEF Teaching and Learning Toolkit – Homework (+5 months)	1

Wider strategies

Budgeted cost: £ 256 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhance capacity within the Safeguarding and Wellbeing teams, to ensure effective support around student fragility and vulnerability.</i>	EEF Guide to the Pupil Premium: Supporting pupils' social, emotional and behavioural needs. EEF guidance report on Improving Behaviour in Schools EEF toolkit: Social and Emotional Learning (+4 months), Behavioural Interventions (+4 months), Mentoring (+2 months)	2, 3
<i>Continue stepped and supportive attendance interventions, including form tutor call, School Team call, Attendance Team home visit, EWS support, and so drive for full attendance and narrow the gap between PP and all students</i>	EEF Guide to the Pupil Premium: Supporting attendance. EEF guidance report on Working With Parents To Support Children's Learning.	2
<i>Track, promote and support the attendance of students to college enrichment and cultural literacy development opportunities</i>	EEF Guide to the Pupil Premium: Extracurricular activities EEF toolkit: Arts Participation (+3 months), Physical activity (+1 months)	4

<i>Increase learning time within the college timetable for all students (additional 100 minutes per week)</i>	EEF Guide to the Pupil Premium: Extended school time, including summer schools.	1
<i>Provide Y11 students with 'holiday' school study opportunities to support preparation for examinations</i>	EEF Guide to the Pupil Premium: Extended school time, including summer schools. EEF toolkit: Homework (+5 months)	1
<i>Provide Y6 students making the transition to secondary school with Summer School learning opportunities</i>	EEF Guide to the Pupil Premium: Extended school time, including summer schools. EEF toolkit: Summer Schools (+3 months)	1, 3
<i>Offer a free school breakfast to all students, to ensure they are physically fit and ready to learn each day</i>	EEF Guide to the Pupil Premium: Breakfast clubs and meal provision. EEF Project Evaluation: Magic Breakfast	2, 3
<i>Provide a range of parental workshops, to enable parents to support their children with their learning (and wellbeing) at home</i>	EEF Guide to the Pupil Premium: Communicating with and supporting parents. EEF toolkit: Parental engagement (+4 months)	1, 2, 3, 4
<i>Provide 1-1 careers interview for all PP students in both Y10 and Y11, to ensure they make informed choices about their future and to support the post-16 application process.</i>	EEF – What is the impact of careers education on improving young people's outcomes?	1, 3

Total budgeted cost: £ 738 000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria
Our PP students achieve positive outcomes in line with non PP students nationally	<p>For the academic year 2022-3:</p> <ul style="list-style-type: none"> - Our PP students achieved an average attainment grade of just over a 4, with 48% achieving a grade 4 or above in both English and Maths and 32% a grade 5 or above. In terms of attainment, these figures were slightly lower than 2022; however, KS2 data was also slightly lower for this cohort. - The overall P8 figure for our PP students was -0.02. This was slightly above the P8 for all students nationally (who achieved a figure of -0.03) and will have placed Horizon in the top 25% of schools nationally for PP progress. The P8 figure for non PP students nationally was +0.17.
Our PP students' attendance is in line with overall national figures year on year	<p>Across the 2022-3 Autumn and Spring terms (where comparable national data is available):</p> <ul style="list-style-type: none"> - PP attendance was 89.7%, compared to the national PP figure of 89.1%. - PP persistent absence figures were 33.5%, compared to the national PP figure of 35.7%. <p>Both percentages were therefore above the comparable national figures for this cohort – but are slightly below the national attendance figure for all students of 92.3% and the persistence absence figure for all students of 25.2%.</p>
Our PP students demonstrate positive engagement within lessons and during unstructured times	<p>Across the academic year 2022-3:</p> <ul style="list-style-type: none"> - PP students accounted for 28% of all Achievement Points awarded - 26% of all Bronze, Silver, Gold and Platinum Awards presented. <p>These figures showed an increase in the proportion of PP students being rewarded for</p>

	<p>positive engagement with their learning, though is not in line with the proportion of PP students within school.</p> <p>This increasingly positive attitude towards learning was reflected in the 2023 Student Survey, where 80% of students said they enjoyed school, that they were challenged within lessons, that they were listened to and that they were encouraged to take responsibility for their own success. They also valued the Careers support they were given – though some felt there was almost too much information to process here.</p>
<p>Our PP students demonstrate positive engagement with extra-curricular activities (including trips and visits) and with Post-16 opportunities (so that these sit in line with non PP students nationally)</p>	<p>Across the academic year 2022-3:</p> <ul style="list-style-type: none"> - 45% of PP students accessed enrichment activities (up from 30% the previous year). This figure compared to 64% of non PP students. - 32% of all students undertaking a trip or visit were PP students. This figure was in line with the percentage of PP students on roll. - 100% of Y11 PP leavers in 2023 were in Education, Employment or Training places in November 2023. Of our 2021 PP cohort, 88% were still in Education, Employment or Training for two terms after leaving us. This was in comparison to a national figure of 96% for non PP students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	Fledge

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In line with the overall Pupil Premium intervention strategies as in previous academic years.
What was the impact of that spending on service pupil premium eligible pupils?	Y11: P8 outcome = 0.0 Y10: P8 average estimate = +0.9 Y9: Average performance vs target = +0.5 Y8: Average performance vs target = +0.4 Y7: Average performance vs target = +0.6